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rians, but as assistants under experienced children's librarians, if they aim to enter that field at all; finally, that more specialized schools for this particular work are needed.

The report of the Section and the separate reports from the directors of the library schools were turned over to the Sec-

tion on professional training for librarianship.

Miss Beatrice Kelly, librarian of the Public library of Steubenville (O.) read a paper on the "Selection of juvenile books for a small library," but owing to lack of space it is not printed here.

SECTION ON PROFESSIONAL TRAINING FOR LIBRARIANSHIP

(Wednesday, June 30, 1909, 2:30 p. m.)

This Section was established by vote of the Council on June 26, 1909, upon petition signed by the members of the Committee on library training.

Its first meeting was held at the Bretton Woods conference, June 30, 1909, at 2:30 p. m., with Henry E. Legler presiding. Miss Effie L. Power acted as secretary. The following program was given:

Report of the A. L. A. Committee on library training—Mary W. Plummer, Chairman.

The library conditions which confront the library schools—Julia E. Elliott, Pratt Institute library school.

Report on student material for library schools—Frank K. Walter, New York state library school.

Do we need a graduate school?—Adam J. Strohm, Public library, Trenton, N. J.

Discussion—Mrs. S. C. Fairchild; Chalmers Hadley; H. W. Craver.

The first of the above formal papers, by Miss JULIA E. ELLIOTT, has been selected for publication.

LIBRARY CONDITIONS WHICH CONFRONT LIBRARY SCHOOLS

Like all institutions which have justified their existence by increased usefulness and steady improvement library schools were the outgrowth of a definite need. In order to understand the principles underlying their organization, subsequent development, and present status, it is necessary to understand something of library conditions which led to their founding and which have obtained during their growth.

The inception of the library school movement may be traced to the first library convention in 1853, 120 years after the establishment of the Philadelphia library company by Benjamin Franklin, the first successful American public library. In the call for this meeting the object was stated as follows: "For the purpose of conferring together upon the means of advancing the prosperity and usefulness of public libraries, and for the suggestion and discussion of topics of importance to book collectors and readers."

Fifty-three librarians representing various classes of libraries, attended this meeting. Among other things the results accomplished as summed up in a report of the meeting were: Bringing to novices the varied experience of those who had long had charge of public libraries; plans for the preparation of a complete librarian's manual; measures for the formation of a librarian's association.

Interesting and successful as this meeting had been, a lapse of 23 years occurred before a second was held in 1876 in Philadelphia, when the American Library Association was definitely organized. This year, famous in library annals as the beginning of so many movements which gave tremendous impetus to the development of public libraries, produced the most important library manual yet projected, "Public libraries in the United States", prepared and issued under the direction of the U. S. Bureau of education.

The key-note of this first convention and of all subsequent ones was co-operation. This co-operation carried on through the American Library Association meetings, and in the interim by the "Library Jour-

nal", for so many years its official organ, constituted the chief method of giving and receiving instruction in library economy until the founding of the first library school in 1887 at Columbia university.

It is interesting to note the purpose of the "Library Journal" stated in the prospectus as follows:

"We have no schools of bibliographical and bibliothecal training whose graduates can guide the formation of and assume the management within the fast-increasing libraries of our country, and the demand may, perhaps, never warrant their establishment, but every library with a fair experience can afford inestimable instruction to another in its novitiate." To further these and like purposes it is proposed to establish an American library journal. The rapid growth of libraries in this country, makes such a medium of exchanging experience vitally necessary, and it will be a means of economizing both time and money."

Certainly the librarians who were pioneers in the library movement and instrumental in creating conditions which gave birth to library schools can not with entire truthfulness claim lack of library school training. The interchange of ideas between men and women of mature judgment and ripe experience, with definite problems to discuss, could not fail to give better training within the limitations of a week's conference than months of instruction, following a similar if more systematic plan of seminars and round tables, to inexperienced and less mature minds, to whom the library world up to that time had been a sealed book. Moreover upon the results of these discussions as set forth in print later, is founded much of the library school instruction to-day.

While statistics are exceedingly unsatisfactory because of lack of uniformity in terms, and in methods of securing them, the following brief survey of the rapid increase in libraries, and the proportion of different types at different periods, as compiled from the U. S. Bureau of education reports, may somewhat explain tendencies in library school schedules.

From 1775 to 1850, 760 libraries were established in the United States, of which 25, or 3¼% were public, and 100, or 13% were college, the remaining 83% being

divided among academy, scientific, historical, mercantile, government, institutional and professional libraries. In 1875, 3,682 libraries of 300 volumes and upward were in existence, of which number 342, about 9¼% were public, and 312, or 8½% were college libraries. In 1891, four years after the founding of the first library school at Columbia, 3,804 libraries numbering 1,000 volumes and upward were reported, of which 1,196, or 32% were general, 523, or 14% were college, 911, or 24% were school libraries, and the remaining 30% was divided among 23 classes. In 1903, the number of libraries of 1,000 volumes and upward had increased to 6,869. 2,283, 33%, were general; 642, 9⅓%, were college; 2,600, 38%, were school libraries; and the remaining 20%, were scattered. In a large number of cases in the last two reports "public school library" is equivalent to public library, as the functions of the former had been broadly interpreted and greatly extended.

In view of these statistics it is significant that the first class of Columbia, numbering 22 students, included 11 who had had previous experience, 6 of whom were from public, and 5 from college libraries.

During 1887-1888, 31 positions were filled from this class, some of them only temporary. Of these 19, 61%, were in public libraries, 5, 16%, were in college libraries, and 7, 23% were miscellaneous; and of the total number, 39%, were cataloging positions. During the 10 years from 1887 to 1898, the positions filled by graduates of the same school were approximately 50% in public libraries, 14% in college and university libraries, 36% miscellaneous, including private libraries, commercial houses, special libraries, and indexing. In 1908 the percentages were as follows: Public libraries 39%, universities and colleges 29%, miscellaneous, including high school, government, state normal, and special libraries, 32%.

Time will not permit detailed statistics from other schools, but doubtless one recent year from each of two other schools will be typical.

Of 21 students graduated from Pratt in 1907, 62% went into public, 9% into college, and 29% into miscellaneous libraries.

Of the 23 graduates in 1907 of the Wisconsin school, 44% secured public, 13% college, and 43% miscellaneous positions. This latter is significant as the school was founded particularly to meet the needs of small public libraries.

The conclusion to be drawn from the foregoing is that in responding to this demand from the two largest classes of libraries, the schools have endeavored in their curricula to live up to the library ideal—"The greatest good to the greatest number." It is evident, however, that to supply librarians and assistants in sufficient numbers for the rapidly increasing libraries has been only one of the many library school problems. Library ideals have grown and increased as rapidly as libraries. Library functions have been more and more broadly interpreted and extended, until what the librarian need not know could be compressed within a very small book and what he should know would fill libraries. Since the opening of the first library school the activities of one class of libraries alone have increased enough to require a year's study to master the a. b. c. of its problems. The library keeper of the nineteenth century has been transformed into the library promoter of the twentieth, and there is little within the range of human knowledge that is not useful sometime during a librarian's career.

Let us consider for a moment a few of the activities of one class—public libraries. Within the last 20 years branches, delivery stations, and home and traveling libraries have been developed with all the complicated machinery of technical and administrative problems; co-operation with schools has been in progress, involving the intimate knowledge of the school curriculum, ability to teach pupils the use of library tools, and to aid teachers in securing the best material to supplement their work. Where formerly an age limit from 12 to 16 years was operative in every library, children's rooms are now univer-

sal, and require special fitness and training, not only in technical methods, but in child study and sociological conditions. Administrative problems are greater, demanding a knowledge of municipal organization, and an ability to deal with political conditions and civic problems. The universal activity in erecting library buildings, stimulated by the benefactions of Mr Carnegie and others, requires a knowledge of architecture and of building problems, and to the lack of it is due many notable failures throughout the country.

These various activities may each require its specialist in a large or moderate sized library system, for example, Chief of circulation; Head cataloger; Reference librarian; Assistant in charge of school work; Supervisor of branches; Children's librarian, etc. The librarians may, and often do, expect the new library graduate to be thoroughly informed on all the intricacies and details of each position. That they have been disappointed is evident in the criticism that library school graduates must be trained in the methods of a given library even after a year at a library school, and in the conclusion by some that they may as well train their own assistants from the foundation. Is this just? Has the librarian with this view considered that a particular position in his library needing special knowledge is only one of many in a library of a single type, in a single class, among all the various classes and types in existence?

At the other extreme in this class is the small library which must combine in one or two persons all the qualifications, not so intensified perhaps, divided among the many in the large library; for the same problems, on a smaller scale confront the small public library. Moreover mistakes are more vital because of more limited resources. The librarian of the small library who wastes time in unnecessary records; does not maintain a just proportion in expenditure for books, supplies, etc.; fails to train the one or two assistants to their greatest efficiency, for lack of teaching ability; or lacks knowledge in dealing with common councils, school boards, and

library boards, is a more serious failure than an assistant in a single department in a large library who proves to be a square peg in a round hole. In the latter case the unfitness is soon discovered and quickly rectified, and only temporary damage is done; in the former, lack of basis for comparison often fails to reveal inefficiency to the Board of trustees, and a whole community suffers indefinitely in consequence.

Not only have the activities in public and college libraries multiplied, but within the past 20 years the number of libraries in other classes has rapidly increased, and these special classes, law, medical, normal, museum, state libraries and others, are seeking trained people to solve the problems steadily growing in numbers and perplexity. Moreover new classes have been created during the same period, among them legislative reference libraries, offering entirely new problems of administration and technical methods; normal and high school libraries, with their courses of instruction in library use and methods; applied science libraries; special work in institutional libraries; indexing in state departments and commissions; and state library commissions, comprehending in their scope the administration of traveling libraries, the founding and organizing of new libraries, the conducting of summer schools and institutes, advisory supervision of library architecture, and almost every form of library work conceivable.

It is manifestly impossible for even the most highly organized school to give in one or in two years a course of instruction that would thoroughly prepare students for practical problems in all classes and types of libraries. Hence these factors, inherent in library conditions which enter into the making of library school schedules, require rare judgment, fine discrimination, and a keen sense of proportion based upon known needs. Perhaps in no department of library work must the "Greatest good to the greatest number" be so carefully considered. But in meeting these conditions the library schools have problems of their own to solve. One

of the most vital is the securing of material out of which to make librarians. The standards of admission: examination versus college diploma; the proportion of credit to be given personality and scholarship; the value of experience and its rank in the final decision; these and many more questions have been discussed pro and con by library school faculties, and whatever the practice adopted, each library school realizes its inadequacy in the final issue.

Why are the schools not attracting college graduates of the *highest* scholarship? A college diploma means little in itself in a country where thousands are granted every year, where it is almost more unusual not to possess one; and it is a matter for reflection that the college student in the library school does not always prove to be the best student, nor always make the most efficient library worker. It is also true that the college requirement tends to lower the average age at which students enter the profession, when they are admitted direct from college. This in turn brings lack of maturity and experience, so essential to human sympathy and breadth of vision. Some of the ablest librarians this country has produced have not been college graduates. Granting that they would have made better librarians with college training, the fact remains that the individual and not the college bred man would still have been the successful librarian. These facts are not disparaging to college training, but they do emphasize the fact that the library profession does not at present attract the best product of our colleges.

Again, the examination method fails of its purpose by keeping out people of ability, with minds keenly alert, and capable of the highest efficiency, who may have been signally successful as librarians, or in some other calling. They may have read widely, may be thoroughly informed on special subjects, and what is more important may have a realizing sense of what they do not know of others. They may be men and women of wide experience, with natural human sympathy and

capacity for service and helpfulness, with unusual ability in seeing and developing opportunities; but they may fear an examination requiring definite information upon a large variety of topics, which an active life and grave responsibilities have prevented them from acquiring. They have no means of knowing the fairness and discrimination with which examination papers are marked; the emphasis given to personal qualifications, and many considerations that have little to do with definite knowledge or exact statements, such as penmanship, spelling, maturity of expression, the indefinable evidences of intelligence and culture. Therefore, because of timidity, pride or self-depreciation some of the most promising individuals never become library school applicants.

There should be some method devised of securing people of capacity—capacity for hard work, for human sympathy, for acquiring and imparting knowledge, for indefinite growth and development mentally and spiritually—with enough scholastic education, or equivalent experience to form a substantial background, with a college education if possible, but not by any means imperative. There should be an active effort to discover good people, not a passive waiting for applicants; some method of co-operating with the colleges, whereby the best students are discovered and the library microbe injected at an early stage in the college course. This should be accomplished through the faculties, and the aim should be to discover individuals, not to enthrone large numbers; it should be a process of selection, not of rejection. There should be some means of co-operating with librarians of recognized ability and discriminating judgment in detecting library capacity, and stimulating library ambition in high school students, and others. A greater responsibility should be felt by librarians in general in recommending applicants. There is no greater injury you can do an individual or a library school than to conceal disadvantages, personal or educational, which a candidate may possess. By so doing you assume grave responsibility for the suc-

cess of that student and the reputation of the school; by being honest you throw the responsibility on the school, where it belongs, and if the student is accepted, you give the faculty the power to deal wisely and intelligently with the defect whatever it may be.

One special warning may not be amiss here. Applicants should not be recommended who are physically worn out from teaching or other causes, and who turn to a library school as a sanitarium for nervous disorders. Because library classes must necessarily be limited in number, it works an injustice to the capable student who is thereby rejected, and to the school in further limiting its power of supplying demands. From every standpoint it is fatal to the individual, to the class, and to the school, not to mention the faculty, if, as often happens, a strong personality inhabits the disordered body.

This problem of securing people fitted by education, experience, and natural aptitude to enter the library profession has a most serious economic aspect. We may enter upon a campaign to secure the most promising individuals, we may suggest to them the opportunities the profession offers for social service, for the expression of philanthropic impulses, for personal culture; and we may use the many stock phrases which have served to inspire unselfish librarians in the past, but when we are asked what are the financial possibilities, we all know what the reply must be. It is futile to scorn this economic question. It is true of every great movement that the pioneers are unselfish, hardworking, unmercenary enthusiasts; but when that movement develops into an established institution, and calls for larger and larger numbers of recruits, these must come from among young people choosing a career, who weigh all the advantages and disadvantages of various callings, and rightfully choose, according to their tastes, the one that offers the widest range of opportunities, not ignoring the acquisition of filthy lucre.

It is not unusual that all the virtues and qualifications are demanded from a

new graduate for the sum of \$50 per month, as witness a recent request, which is not unique, for a librarian who must be "of mature years, well and strong, willing to do hard work when necessary; with actual experience in organizing and administering a library; the experience gained in the training school alone insufficient. A college education necessary from the nature of the work and the conditions." All for \$50 per month in a city where the very lowest living rate is stated to be \$35. Low salaries to begin with might be accepted cheerfully if the future offered a fair compensation for proved ability.

We continually hear wonderment expressed that the library profession does not attract more men, that great posts that become vacant are often filled from outside the library profession. It has also caused surprise that in 20 years the library schools have not produced more librarians whose experience added to their training fit them for these responsible executive positions. There is really no cause for wonderment when we realize that the outside men thus chosen, have been earning salaries fairly commensurate with their ability during the time they have been gaining executive power, whereas in the library profession salaries are prohibitive in the smaller positions, and the larger ones are too limited in number to be depended upon for certain advancement.

This seeking for men to fill important posts, who have not been trained in a professional school, but who possess special qualifications obtained in other ways, is not peculiar to librarianship. If time permitted many instances might be cited in other professions, but the one that comes to mind most readily is that of the late Dr Hale, who never attended a divinity school, and who at one time doubted the necessity for such preliminary training for those who were to enter the pulpit. But even this striking example does not necessarily discredit the work divinity schools are doing, and only emphasizes the truth that it is the individual and not the training that is sought for in posts of supreme importance.

We hear comparisons drawn between the older librarians of bookish tastes, and the new librarians of technical methods, frequently to the disparagement of the latter, but the truth is that neither one is adequate to the present situation. The pendulum has swung from one extreme to the other, and what is needed is the rare combination of broad culture, knowledge of technical methods, and executive ability. The possessor of one of these alone may be content with a meagre salary, but the possessor of all three realizes his power, and seeks greater opportunities in other fields for expression and remuneration.

Moreover the library profession suffers from the limitations of all salaried positions in being more or less subject to a higher authority, whereas other professions and commercial pursuits offer the individual unlimited opportunity for initiative and freedom of development.

Briefly, the conditions that confront library schools may be summed up as follows:

The phenomenal increase in the number of libraries of all kinds within a period of 20 years, which provide employment for more graduates than the schools can supply.

The variety of classes of libraries, of types within each class, and of positions within each type, presenting as many different practical problems.

The fact that the library profession is not now attracting people of unusual fitness and ability. This in turn based upon the economic problem of compensation.

The different locations and conditions affecting the practical work of each school.

Now in what ways and with what degree of success have library schools met these conditions?

It is a principle underlying all schools of practical instruction that they must follow and not lead in the development of a profession. Instruction based upon theories that have not been demonstrated is practically null. Schools of medicine may advance theories concerning diseases, their causes and cures, but instruction for

practical application of principles must be based upon actual practice of experienced physicians. There were doctors before there were medical schools, and the discoveries in medicine and surgery, and their demonstration, must always come in advance of their adoption into the curricula of medical schools.

Library schools may advance theories, but these theories must be tested by actual practice before technical methods of dealing with them can be successfully taught. The chief functions of the library schools should be to keep informed of developments in the field, and to be highly specialized bureaus of co-operation in disseminating approved library methods.

The courses given in the schools may be divided into practical, technical, inspirational, and cultural.

In 1874 a pamphlet of 28 pages appeared in Germany entitled, "The science of library arrangement with a view to a common organization among libraries, and to the special study of library science in German universities," by Dr F. Rullmann, Librarian of the University of Freiburg. In this pamphlet a course extending through three years was recommended, and an outline was suggested. Of the 12 subjects mentioned, three might come under the heading technical, and the remainder were cultural.

In the first schools founded in America technical subjects predominated to almost the opposite extreme. The cultural studies introduced were to meet deficiencies in preliminary education, and practical work was extremely limited. But a glance at the development of library school curricula will show gradual but steady changes in the proportion of these divisions.

The general cultural studies have been almost wholly discontinued except in two-year courses, when they come in the second year. The character of these subjects has changed as entrance requirements have advanced and they are now limited to library subjects, such as the history of libraries and of book-making, the latter including the history of printing, binding, illustration, etc. Technical subjects have

been necessarily limited to foundation principles underlying the organization of all libraries, and the adaptation to special classes is left to the students. The criticism that students fail in adaptability reverts again to the grade of ability which the schools attract. Laboratory work has been increased almost to the limits of possibility. Its development has been further limited by the location of the schools, and available practice fields. Preliminary practice work is now required in two schools; and in every school, other things being equal, applicants of experience are chosen first. Inspirational topics continue to occupy a prominent place on the schedules, and because of limited time, many of these continue to be inspirational although practice in the field has developed approved technical methods of application.

A careful study of library school development will convince the fair-minded that a conscientious effort has been made by faculties to keep pace with changing library conditions, to consider all reasonable criticisms and profit by them, to make the greatest possible use of opportunities that the limitations of a one or two years' course and the locations of the schools can offer. In spite of this the fact remains that the schools as they are now organized are not wholly successful in meeting conditions, and leaders in the schools believe that the time has come for thorough investigation of the reasons, and a readjustment to circumstances governing them.

Heretofore each school has endeavored to train students for all kinds of positions, with the exception of the special school in Pittsburgh for training children's librarians, and no school is willing to admit that there is any ordinary position in the library world which some one of its graduates is not able to fill. To this end the schedule of each new school has been based, line by line, upon that of the older schools, with unimportant variations. And the great demand for library trained people has made it possible for very indifferent students to secure fairly important positions. But this is the age of co-operation

and specialization, and there is as great an opportunity for differentiation in library schools as in the other educational institutions. If a library school had command of unlimited funds, it might become a great library university, with special departments offering the necessary variety in training, but that school has yet to be founded, or endowed.

If specialization is decided upon how can this best be developed? That it can be done is proved by the success of the Carnegie training school for children's librarians, with its two-year course for students with no training, and one-year course for graduates of other schools; also by the success of the special course in Legislative reference work, carried on by the Wisconsin school, in which the special students are obliged to take only such work in the regular course as seems essential to their specialty, children's work, loan systems, and numerous short courses designed more particularly for public libraries being eliminated. It is doubtful whether any school would be willing to drop the first year and become a graduate school entirely. That is a possibility not considered here.

But if the conditions as set forth here mean anything, they prove that the one-year course cannot possibly offer a training that will fit students to fill acceptably all kinds of positions in all kinds of libraries. In justice to graduates who are ambitious to acquire more than the elementary principles of library economy, the one-year schools must in time offer advanced courses; and in justice to libraries with special needs the second year of all schools must offer greater opportunities for specialization.

There cannot be serious disagreement as to the essentials in a one-year course. It must necessarily be limited to foundation principles of technical methods, and to the inclusion of those cultural subjects only which have a practical bearing, for example, the fiction seminar and the book selection course, certainly as much of the latter as can possibly be included. The practical work should be concentrated as

much as possible to secure the best results, and should be limited in kind by the advantages of location, and be done under expert supervision. Some slight opportunity for specialization is here possible. The library school located in a university library might very properly make an application of principles to fit college and university libraries, and should not attempt special public library training; on the other hand one located in a public library should make that type of library its specialty, and so on. Specialization for individual students again depends upon unusual ability, and an early revelation of definite tastes and aptitudes, and the certainty that he or she will enter the special field, even though the opportunity is longer in coming than one for which his special work has failed to fit him. To offset the lack of cultural topics, the student of a one-year course might be given selected bibliographies on the history of printing, history of libraries, etc., and be encouraged to prepare and submit a paper on each subject after graduation, for which advanced credit could be given as each paper was completed. The research work required would be infinitely more profitable than an hour spent in listening to a carefully prepared lecture.

There will probably be more differences of opinion as to what the second year should offer. At present it seems to consist largely of cultural topics, comparative methods, and a little advanced work in some technical subjects, with an occasional special course like the administrative course at Albany. This second year could be made a most profitable year of special work, and here is the greatest opportunity for co-operation between the schools. It should be planned, not only for students who can afford two full years in succession, but it should be available to graduates who can return at intervals to pursue special studies for short periods. A year or two of actual library experience between the first and second years would render the latter a hundred per cent more useful to all students.

In replies received in answer to ques-

tions sent to a number of graduates from different schools, the fact was revealed that not one had found that her library training fitted her for normal school work. A survey of special classes of libraries will discover few library graduates, comparatively, in law and medical libraries, yet the need for specialization is exemplified by the growing sections in the American Library Association, and by the variety of subjects on the present program to be discussed in the Law libraries' section.

As a basis for discussion, bearing in mind these conditions, including opportunities and limitations, the following recommendations are offered:

1. That the curriculum of one-year schools and the first year of two-year schools be confined to foundation principles of technical methods, to cultural subjects of practical value, and to intensely practical work both following class work and in the field. The latter to be governed by the location of the school, and to offer opportunity for limited specialization.

2. That in the two-year schools the course of the second year shall be flexible, and shall provide for electives, but shall be open, except under exceptional circumstances, only to graduates of a one-year course; that to this end the course in each school be planned as a series of units, designed to make a harmonious whole; that co-operation among the schools shall limit the subjects included to the natural advantages which each affords for practical work; that the units of the courses be so arranged that graduates from any accredited school, with the necessary qualifications, may pursue a special course, including one or two units, without spending an entire year, and may return from time to time until the entire course is completed if it is so desired.

For example, a year's course in one school might include separate courses of three months each in normal and high school work, in law library problems, and in commission work, any one of which

would be complete in itself, but still form a connected course. Cultural and comparative subjects could be arranged in relation to and parallel with these courses, and opportunity be given for specialization.

3. That the co-operation of different classes and types of libraries be sought to afford practice work for these special students. In the development of the co-operation some valuable hints might be obtained from the plan successfully carried out in the Engineering college of Cincinnati university, as described in the "American Magazine" for May. The difficulties encountered by the young instructor with the big dream in training men for practical work seem strangely familiar, and his solution is an application on a much larger scale of our practice work method.

4. That the schools shall co-operate in placing students to the best advantage, and shall refer requests for special training to the school which specializes in that training.

5. That librarians shall be urged to apply for assistants to the school which gives the special training needed, and shall not make appointments without advice from the school from which the student comes, thus avoiding much of the dissatisfaction which arises from failure to fit the student to the position.

6. That a method of systematic co-operation with graduates, and libraries that employ graduates, be devised to secure, not desultory criticism of the schools, but definite knowledge as to improvement of old methods, development of new ones in actual practice, information as to ways in which students fail to meet requirements, and practical illustrations and suggested improvements in training, not forgetting the word of approval when that is possible. A system, whereby observation could be made of the work of each graduate during the first year or two of actual service, would be of inestimable value to students, schools and libraries.

In conclusion: The conditions which confront library schools are only limited by prevailing library conditions the world over, plus their own peculiar problems.

The opportunities open to them are equally unlimited. But only by systematic and intelligent co-operation among themselves, and with the library world which they strive to serve, may they hope to fulfill the purpose for which they were founded.

Following the program a formal organization was effected and the following committees were named: Nominations, Linda A. Eastman, Julia T. Rankin, Dr R. G. Thwaites; Membership, Corinne Bacon, with power to name two associates; Program, Mary W. Plummer, with power to

name two associates; By-laws, W. F. Yust, Elisa M. Willard, Mary L. Jones.

The Committee on nominations presented the following report which was adopted: Chairman, Chalmers Hadley; Vice-Chairman, W. H. Brett; Secretary, Harriet P. Sawyer.

The meeting voted that a committee of five be appointed to look into the matter of co-operation and another committee of three to consider the question of a graduate school.

Adjourned.

MINUTES OF THE EXECUTIVE BOARD AND COUNCIL AMERICAN LIBRARY ASSOCIATION

Bretton Woods, N. H., June 26-July 3, 1909.

EXECUTIVE BOARD, 1908-9.

The Executive Board of the American Library Association met at Bretton Woods (N. H.) June 28, 1909.

Present: C. H. Gould, N. D. C. Hodges, A. E. Bostwick, P. B. Wright, Alice B. Kroeger, J. I. Wyer, Jr. There were also present by request H. E. Legler, C. W. Andrews and H. C. Wellman of the Publishing board.

Executive offices. The President in a brief statement recalled the status of the matter of Executive offices as discussed at the last meeting of the Board in Buffalo, April 15, 1909, summarized the decision there reached and indicated that certain proposals now before the Board so changed the complexion of the matter as to call for fresh consideration.

The Secretary then read the following letters:

Chicago Public Library
Chicago, May 17, 1909

Mr J. I. Wyer, Jr
Sec'y American Library Association
State Library, Albany, N. Y.

Dear Sir:

I beg to notify you that the Board of Directors of the Chicago public library at its meeting held May 13th voted to extend an invitation to the American Library Association to move its headquarters to Chicago and offer one of the rooms in the Library building for that purpose.

Will you bring this matter before the

members of the Executive Board at the earliest opportunity. I have notified each of the other members of the Executive Board of this offer.

Very truly yours
(signed) H. G. WILSON, Sec'y.

American Library Association
Albany, N. Y. 24 May, 1909
Mr Harry G. Wilson
Chicago, Ill.

My dear Sir:

I desire to acknowledge receipt of your letter of the 17th with its statement of the vote of the Board of Directors of the Chicago public library to extend an invitation to the American Library Association to move its headquarters to Chicago and the offer of one of the rooms in your library building for that purpose. This will be brought before the members of our Executive Board at the earliest opportunity, which will probably not be before we meet at our annual conference at Bretton Woods, N. H. June 28.

Yours very truly
(signed) J. I. Wyer, Jr, Sec'y.
Chicago Public Library
Chicago, May 26, 1909

C. H. Gould, Esq.
McGill University Library
Montreal, Canada

Dear Sir:

I have yours of the 18th and 21st inst. asking for further information concerning the room offered by the Board of Directors of the Chicago public library for executive headquarters of the American Library Association.

The room selected is a large room on the fifth floor of the Library building, ad-